

Part 3

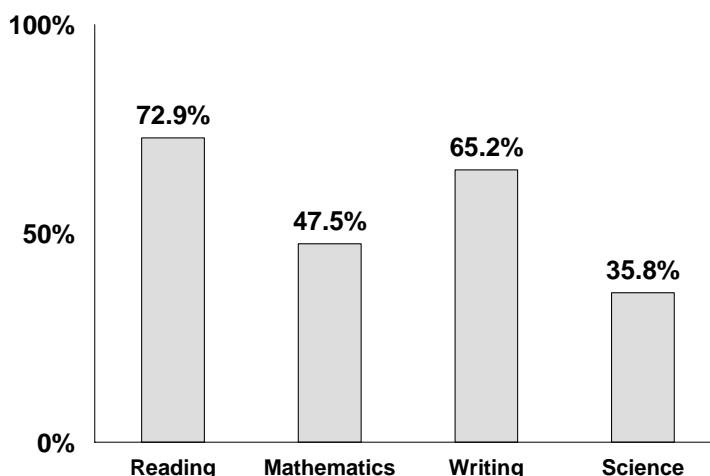
**Readiness
Participation in college
Transfers
Achievement**

Readiness

How well prepared for higher education are Washington students?

Beginning in 2008, high school students will have to meet Washington Assessment of Student Learning (WASL) standards in three areas – mathematics, reading, and writing – to earn the Certificate of Academic Achievement and a high school diploma. Beginning with the class of 2010, students also will have to meet WASL science standards in order to graduate. Because most Washington students will need to attain the Certificate of Academic Achievement before beginning college-level work, WASL performance is an important factor in college preparation. In 2004-05, over half of 10th grade Washington students met the statewide standards in reading and writing. Black, Hispanic, and Native American students lag behind their Asian/Pacific Islander and white peers in 10th grade WASL performance.

**2004-05 10th grade WASL scores:
percentage meeting statewide standards**



**2004-05 10th grade WASL scores:
percentage of students meeting statewide standards by race/ethnicity**

	<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>	<u>Science</u>
Black	53.7%	20.4%	47.9%	12.1%
Asian/Pacific Islander	78.8%	56.9%	72.9%	41.6%
Hispanic	53.1%	23.9%	43.7%	14.2%
Native American	55.8%	26.9%	45.0%	17.9%
White	77.0%	52.4%	69.2%	40.5%

Source: Office of the Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us/wasltrend>.

Readiness

Are college-level learning opportunities available to Washington high school students?

A number of college-level learning opportunities are available to Washington high school students, including Running Start, Advanced Placement, International Baccalaureate (IB), College in the High School, and Tech Prep.

Running Start

The Running Start program enables 11th and 12th grade students to take college courses at the state's community and technical colleges and Washington State, Eastern Washington, and Central Washington Universities. School districts pay tuition costs, while students are responsible for books and other expenses. After some initial pilot projects, the program was expanded statewide in the 1992-93 academic year.

Source: Higher Education Coordinating Board,
<http://www.hecb.wa.gov/intro/packets/FebMtg02.pdf>.

Advanced Placement

The Advanced Placement (AP) program offers high school students the opportunity to take college-level courses in their high schools. Students participating in AP may earn college credit, depending on how they score on their AP examinations. Advanced Placement courses are taught by high school teachers following guidelines published by the College Board.

Advanced Placement students, enrolled at both public and private high schools, took 35,704 exams in 2004-05 (which is an increase of 12.2 percent over 2003-04). Of these, 22,122 (62 percent) had passing scores of 3 or higher. Sixty-two percent of Washington high schools offer at least one AP course.

Source: Office of the Superintendent of Public Instruction.

Readiness

International Baccalaureate

The International Baccalaureate (IB) program is a college prep course of study leading to examinations in core fields. Colleges and universities may award credit for International Baccalaureate work, depending on IB examination scores. The program began as a way to establish a common curriculum and university entry credential for students moving from one country to another.

Source: International Baccalaureate Organization, <http://www.ibo.org>.

College in the High School

College in the High School programs provide college-level courses to 11th and 12th grade students. These courses are offered at the high schools and may be taught by high school faculty who are also adjunct faculty at a college. The courses use the same curriculum, assessments, and textbooks as identical courses offered on campus would use. The courses must be college-level, included in the college's catalog or an appropriate supplement, and taught as part of the college curriculum.

Source: State Board for Community and Technical Colleges, http://www.icrc.wvu.edu/text/format/ap/text_hs.html.

Tech Prep

Tech Prep offers students an opportunity to earn community college credit while still in high school by enrolling in a “tech prep” course. These courses are aimed at preparing students for technical and professional careers by requiring that they earn a B grade; students pay a \$15 application fee to the college awarding the credit. Tech Prep credit is awarded for many types of courses, ranging from accounting to auto body repair to drafting and Web site design.

Source: Various community and technical colleges.

Readiness

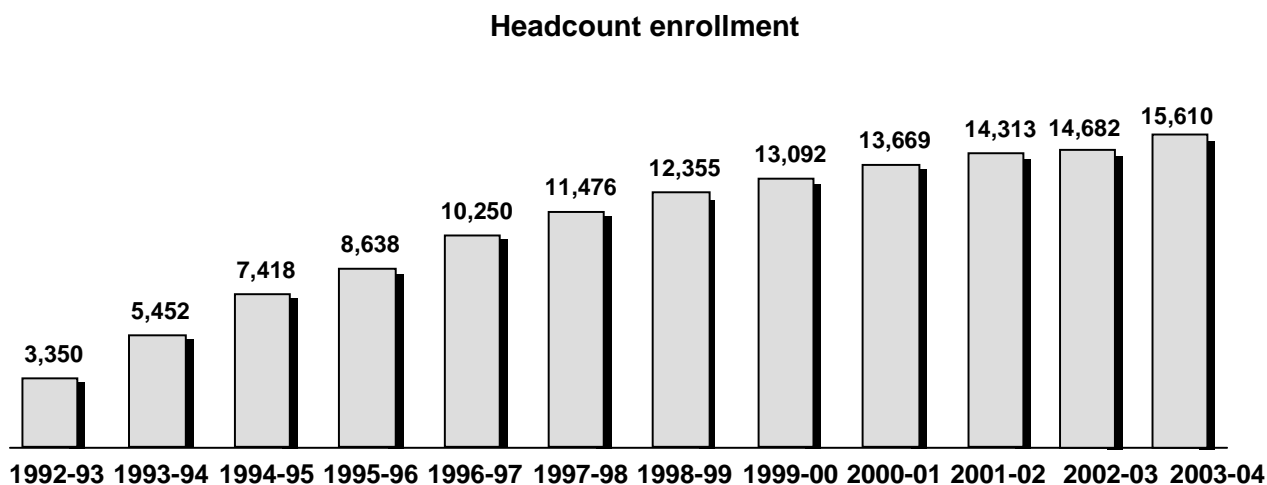
What is Running Start? How many students are enrolled in the program?

The Running Start program enables qualified high school juniors and seniors to simultaneously earn college and high school credit by taking courses free of charge at community and technical colleges, Central, Eastern, or Washington State Universities. The Evergreen State College is authorized to offer Running Start as well but, to date, has not chosen to do so. About 10 percent of all high school juniors and seniors in public schools are taking at least one college course through Running Start.

High school students are tested before being admitted to the two-year colleges to determine whether they are capable of doing college-level work. In fact, the grade point average for Running Start students is comparable to that of similar two-year college students. Research has shown that Running Start students who transfer to four-year universities perform as well or better than traditional college students.

The number of students involved in the Running Start program has grown steadily. In 2003-04, 15,610 students participated (which equals 9,533 FTE enrollments). This represents a 6 percent increase over 2002-03.

Growth in Running Start enrollments at community and technical colleges has slowed in recent years



Source: State Board for Community and Technical Colleges, *Running Start: 2003-04 Annual Progress Report*.

Note: Does not include Running Start students at Central or Eastern Washington Universities or Washington State University.

Readiness

How do Washington students compare to their national peers in their performance on the SAT and ACT?

Washington high school students outperform their national peers on college entrance examinations.

Most Washington students seeking admission to four-year colleges take one (or both) of two college entrance examinations – the Scholastic Aptitude Test (SAT) or the American College Test (ACT). The SAT is an aptitude test, while the ACT is a curriculum-based achievement test.

- The SAT I measures verbal and mathematical reasoning skills that are considered necessary for students to succeed academically. The SAT I includes two tests: one in English and one in math. Scores for each test are scaled from 200 to 800, with a total composite score of 400 to 1600.

Approximately 54 percent of Washington high school graduates in 2004-05 took the SAT I. Their average score was 1066 (out of 1600), 38 points above the national average of 1028.

- The ACT includes four tests: reading, English, science, and math. Scoring ranges from 1 to 36 for each of the four tests. A composite score is created by averaging the test results.

About 16 percent of the Washington high school class of 2005 took the ACT at some time during their high school careers. Their average composite score of 22.7 (out of 36) was 1.8 points above the national average.

Washington SAT I and ACT average scores compared to national average scores: 2004-05

	<u>Washington</u>	<u>Nation</u>
2004-05 SAT I	1066	1028
2004-05 ACT	22.7	20.9

Sources: The College Board, “Integrated State Summary 2005,” and ACT, Inc., “ACT High School Profile of High School Graduating Class 2005, State Composite for Washington.”

Readiness

How do Washington students' test scores compare by gender?

Females do not score as well as males on the SAT, both nationally and in Washington state. In Washington, males achieved an average score of 552 on the math portion of the SAT I, compared to 518 for females. The pattern is similar with the verbal exam scores. One explanation is that fewer males take the SAT, so the pool of male candidates is more narrowly defined. The larger the pool of test-takers, the broader the range of academic achievement.

SAT I mean scores by gender: 2004-05

	<u>Math</u>		<u>Verbal</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
Nation	538	504	513	505
Washington	552	518	535	529

The gap between males and females is less pronounced on the ACT than the SAT. In Washington, for example, females outscored males on English and reading, while trailing in math and science. This pattern was true at the national level as well.

ACT scores by gender and subject area: 2004-05

	<u>Washington</u>		<u>Nation</u>	
	<u>Males</u>	<u>Females</u>	<u>Males</u>	<u>Females</u>
English	21.9	22.5	20.0	20.8
Math	23.4	21.7	21.3	20.2
Reading	23.2	23.7	21.0	21.5
Science	23.0	21.8	21.4	20.5
Composite	23.0	22.6	21.1	20.9

Sources: The College Board and ACT, Inc.

Readiness

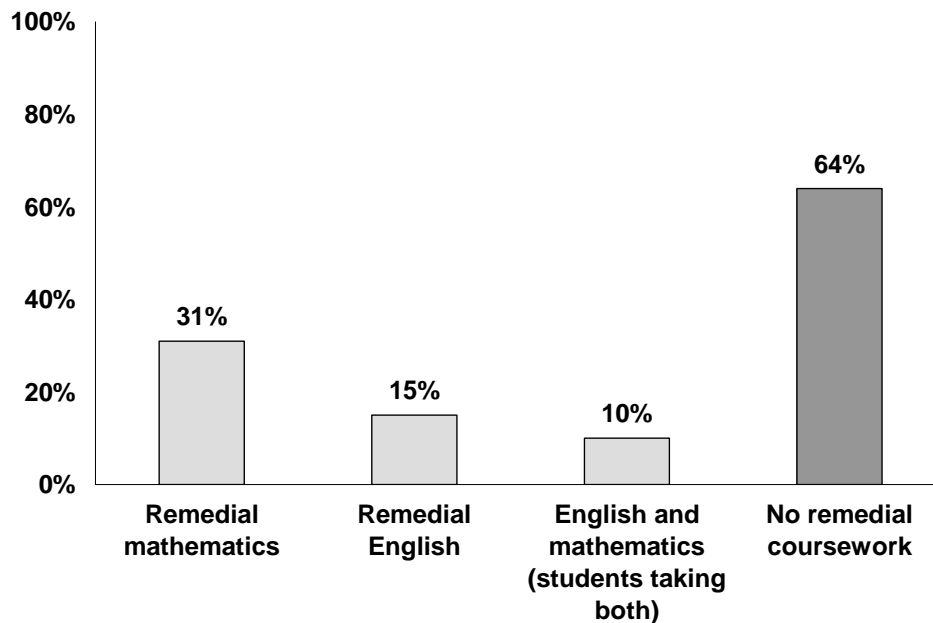
How much remediation do Washington high school graduates need when they get to college?

Remedial courses are basic education courses that do not carry college-level credit. Of the 2003 high school graduates who began postsecondary education at Washington's two-year and four-year colleges and universities within a year after graduating from high school, 36 percent (overall) enrolled in remedial mathematics and/or English courses. Remediation rates vary by type of college – with four-year institutions becoming more selective and requiring students to attend two-year colleges for needed remedial work.

Enrollments in remedial coursework at two-year colleges accounted for about 54 percent of those graduating from high school in 2003, while at four-year institutions the rate was about 11 percent.

More students enroll in remedial mathematics than in remedial English, as illustrated in the following table.

**2003 college remediation:
percentage of high school graduates enrolled in remedial coursework
(average for all higher education institutions)**



Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2003*.

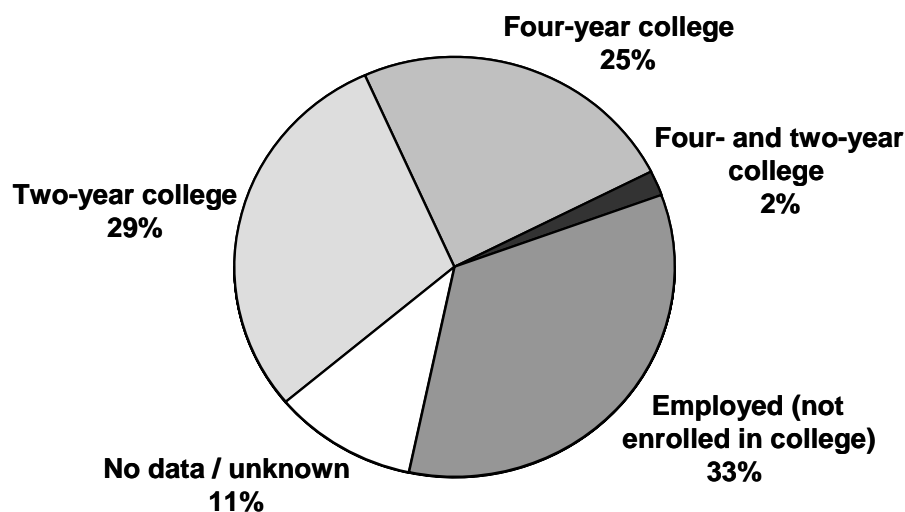
Participation in college

What do Washington students do after they graduate from high school?

The “Washington State Graduate Follow-Up Study” for the high school class of 2003 indicates that approximately 56 percent of high school graduates enroll in postsecondary education within the first year of graduation. Because data are not available for about 11 percent of graduates, this percentage is likely even greater.

In addition, data indicate that 33 percent of high school graduates are employed and not attending college. However, it is important to note that most college students are also employed – in addition to their postsecondary pursuits.

**Pursuits after graduating from high school:
class of 2003**



Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2003*.

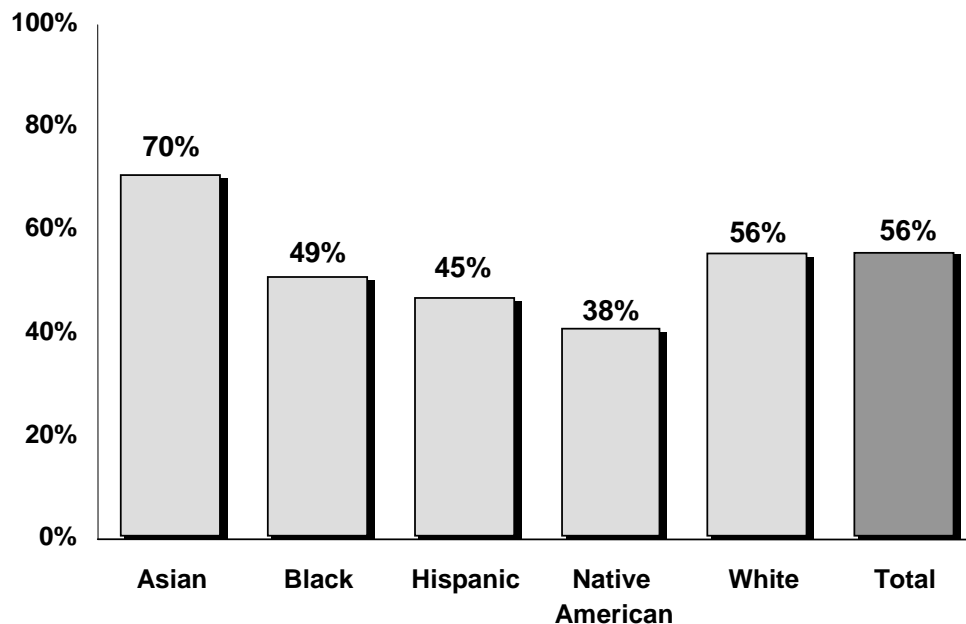
Participation in college

**Are there
differences
in college
participation
among high
school graduates
of different races
or ethnic groups?**

There are differences in the college-going rates for racial and ethnic groups.

Within one year of graduating from high school, Asian students enroll in college at the highest rates. Students of other race/ethnic backgrounds enroll at lower rates.

**Percentage of high school graduates going to college,
by race and ethnicity:
2003**



Source: WSU Social and Economic Services Research Center for the Office of the Superintendent of Public Instruction, *Washington State Graduate Follow-Up Study, High School Class of 2003*.

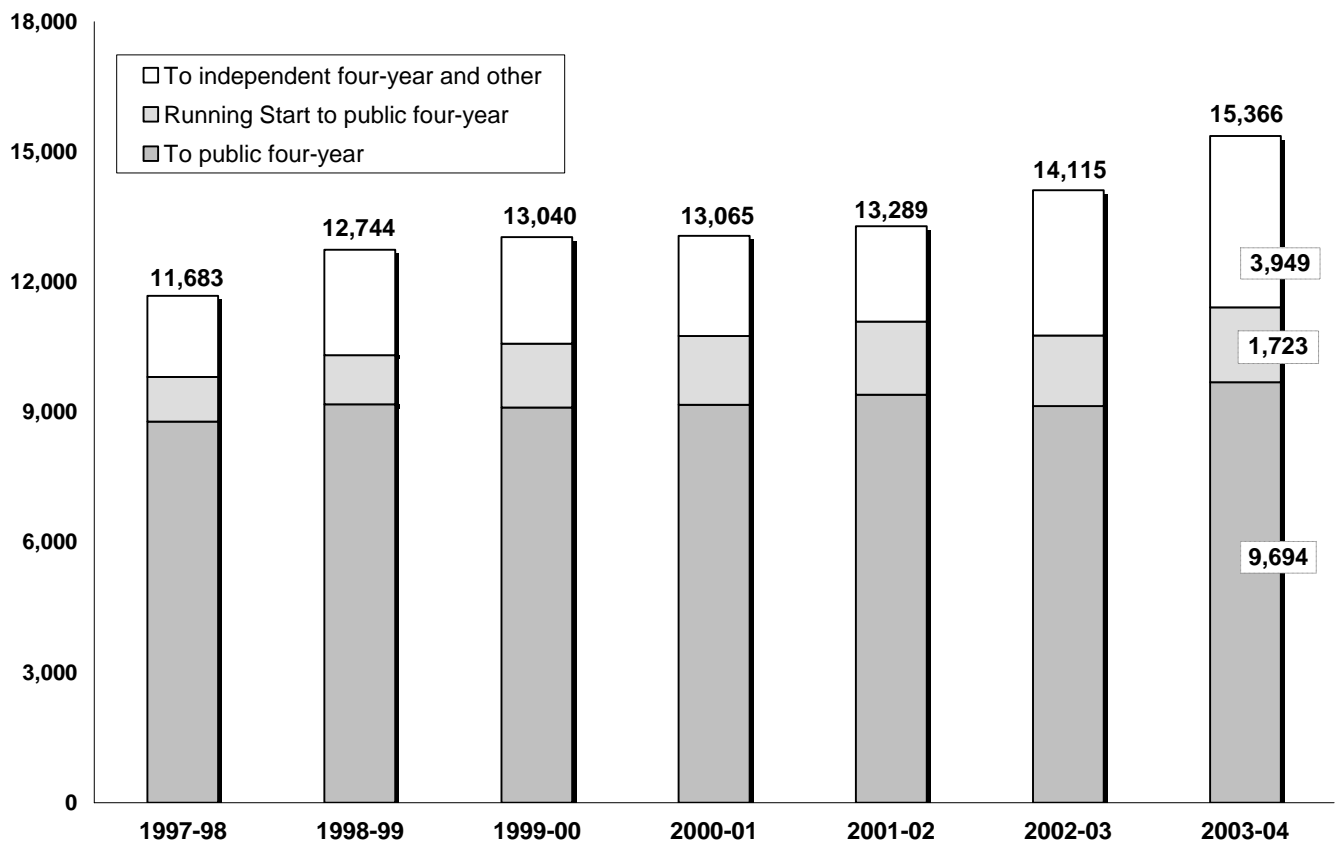
Transfers

How many students transfer from a Washington community or technical college to a four-year institution?

About 15,000 Washington community and technical college students transferred to four-year institutions in 2003-04. Not all transfer students have degrees and not all students with two-year degrees transfer.

Nearly three-quarters of the students transferred to public four-year institutions; this includes more than 1,700 Running Start students. In addition, nearly 4,000 students transferred to other baccalaureate institutions, either in-state or out-of-state (this includes 1,600 students who transferred to the University of Phoenix).

Most students transferring from the community and technical colleges enter the public four-year institutions



Source: State Board for Community and Technical Colleges, *Academic Year Reports*.

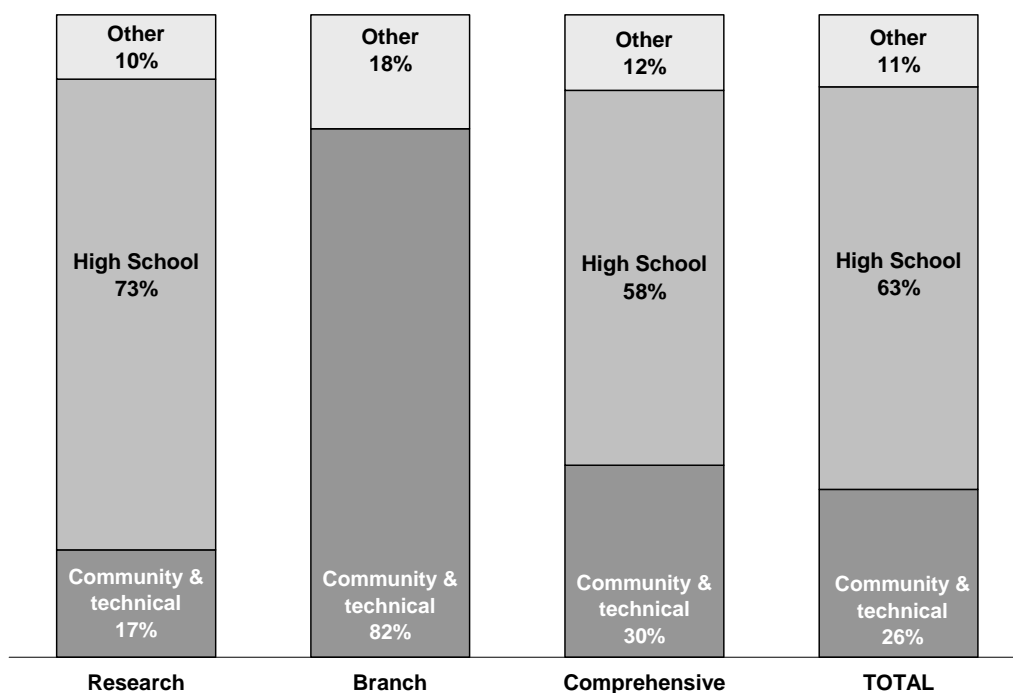
Transfers

What percentage of new students at public four-year institutions transfer from community and technical colleges?

Overall in Washington's public baccalaureate institutions, transfer students from Washington community and technical colleges make up 26 percent of the new entering undergraduates.

The share at the research universities is 17 percent; at branch campuses it is 82 percent; and at the comprehensive institutions it is 30 percent.

Community college transfers make up about a quarter of all new undergraduates at public four-year institutions



Source: Office of Financial Management, *Higher Education Enrollment Report*, Table 7, fall 2004.

Notes: Students with Running Start credits are included in "high school." "Other" includes transfers from Washington four-year institutions, transfers from out-of-state, and unknown.

Achievement

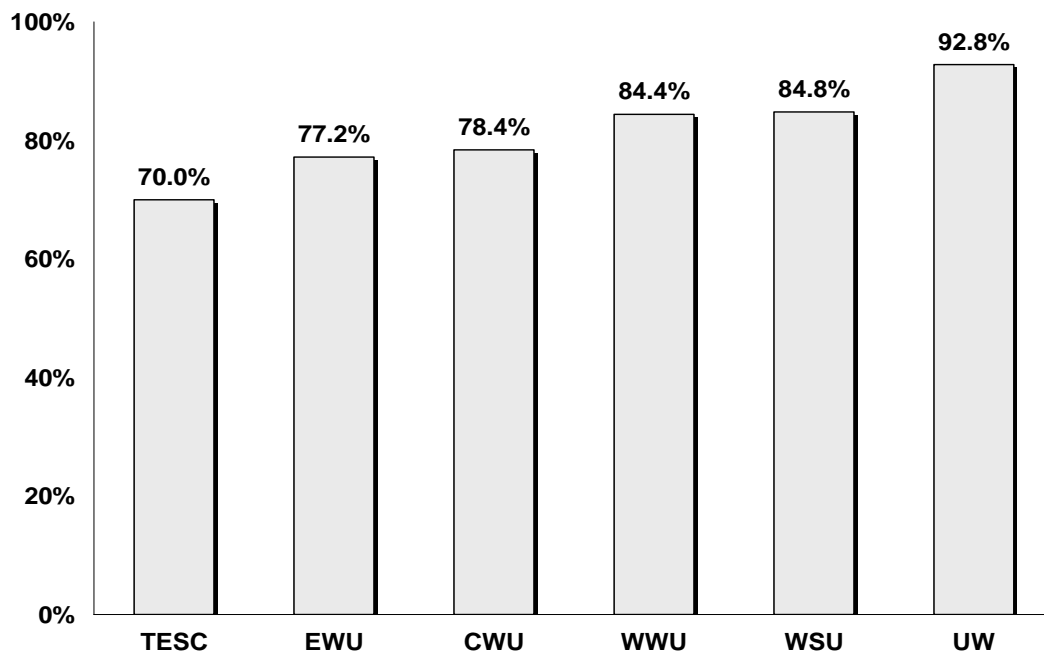
What proportion of freshmen return to school for their sophomore year?

Entering college is only the beginning of the postsecondary journey for the state's students. How well do these students proceed to graduation?

“Retention” rates, also referred to as “persistence” rates, measure the proportion of students enrolled at an institution in any given year – excluding graduates – that return for the next academic year. Of particular concern are freshman retention rates, as attrition is highest between a student's first and second years.

The four-year public institutions are under a legislative mandate to make efforts to improve their freshman retention rates.

Typically, freshman retention rates range from about 70 percent to 90 percent at the four-year institutions



Source: 2004-05 academic year reports submitted by baccalaureate institutions to the Higher Education Coordinating Board. Data for UW are from the 2003-04 academic year.

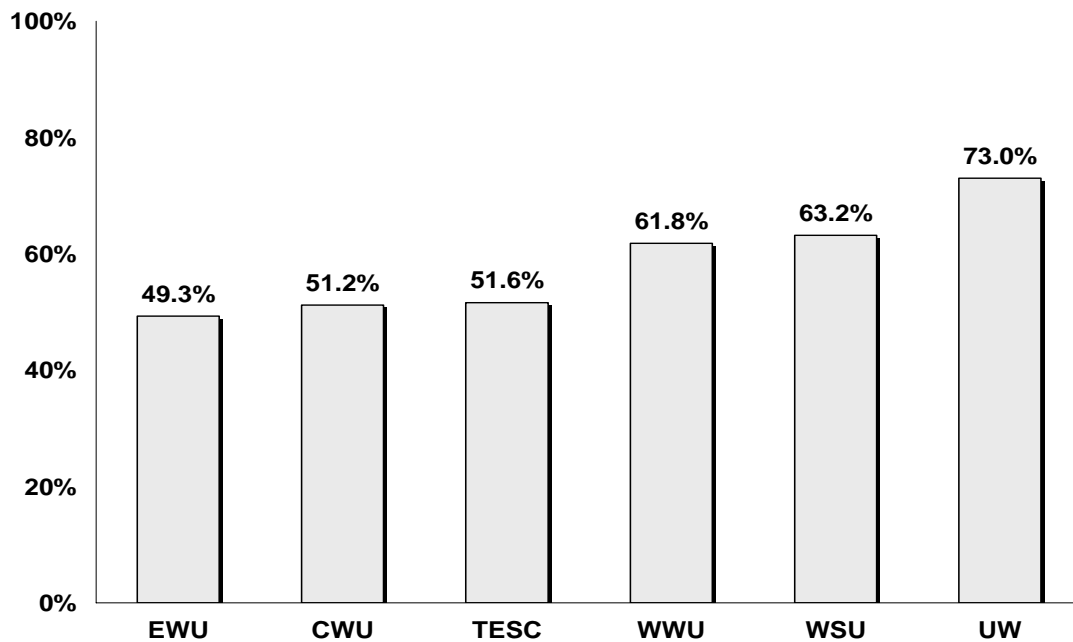
Achievement

What proportion of undergraduate students entering Washington's public four-year institutions graduate within six years?

Graduation rates – the proportion of entering freshmen who earn degrees within six years of beginning their studies – vary widely across the four-year public institutions in the state.

This variation in graduation rates may be due mainly to differences in the level of academic preparation that students bring to the schools.

**Six-year graduation rates
at the four-year public institutions:
2004-05**



Source: Data submitted to the Higher Education Coordinating Board by public baccalaureate institutions.

Note: Graph shows the percentage of students who entered public baccalaureate institutions as freshmen in 1998 and graduated in 2004 (TESC and UW) or entered in 1999 and graduated in 2005 (CWU, EWU, WWU and WSU).

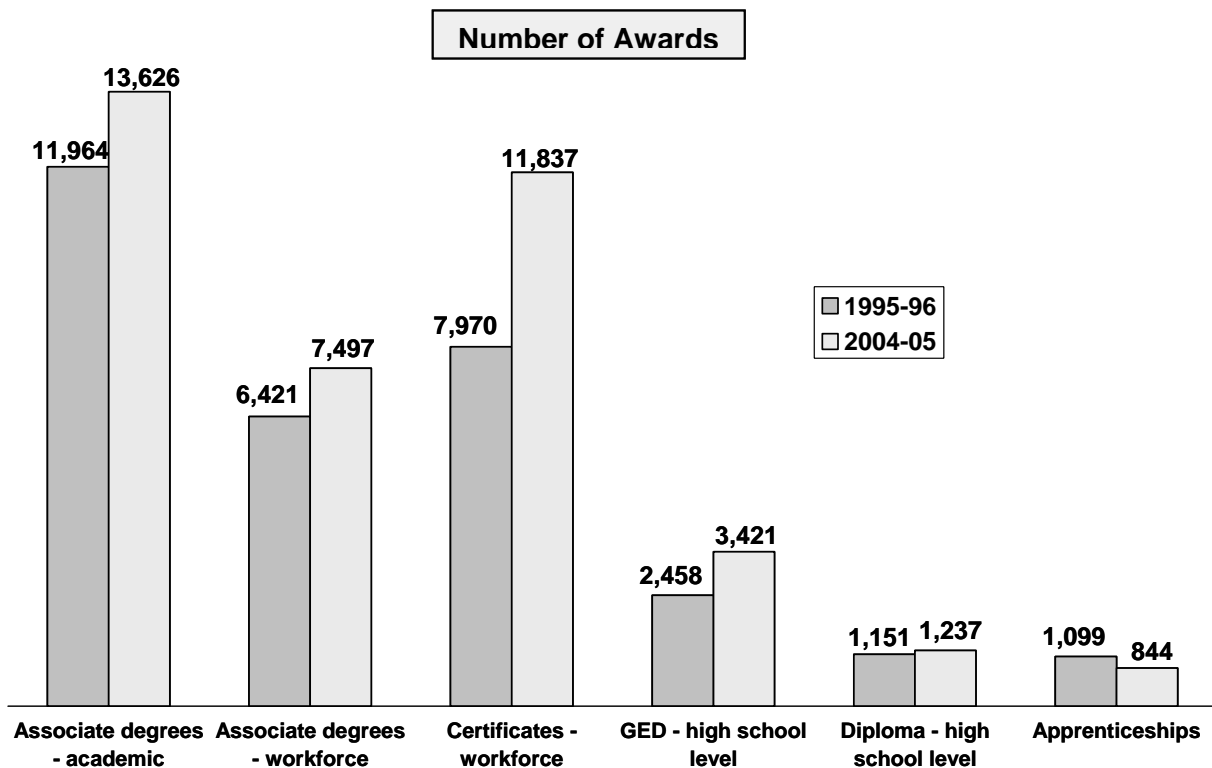
Achievement

How many degrees and certificates are awarded each year at the community and technical colleges?

Community colleges award associate of arts degrees that prepare students for transfer or recognize two years of general education. Community and technical colleges also award associate degrees in applied technologies in several hundred programs as preparation for technical and paraprofessional positions.

Community and technical colleges award certificates in a variety of specific job-related programs. Certificate programs range in length from several weeks to more than two years. Colleges also help thousands of adults complete high school or earn the General Education Development (GED) certificate. In addition, nearly a thousand students each year complete apprenticeship training.

**Degrees, college-level certificates, and other awards from community and technical colleges:
1995-96 and 2004-05**

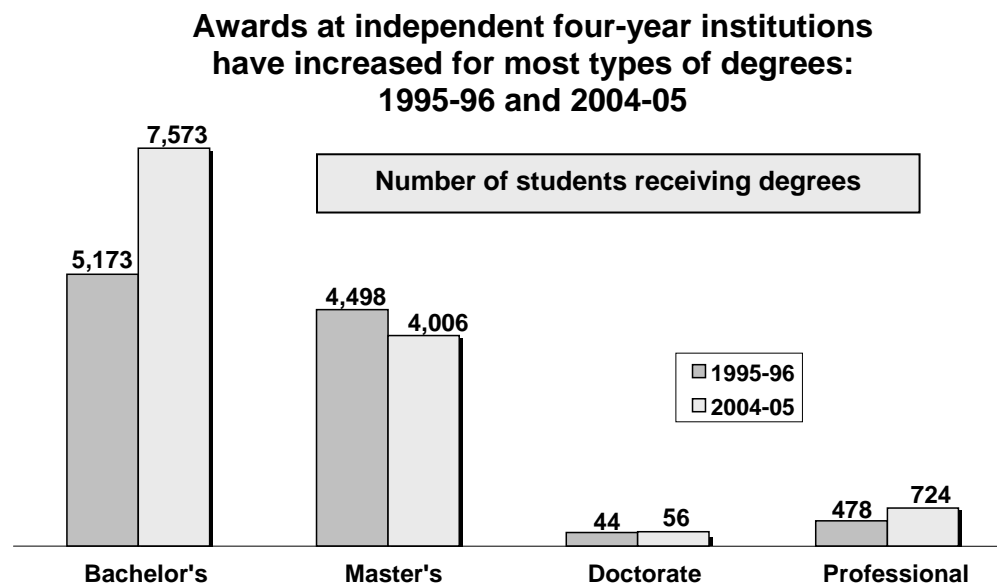
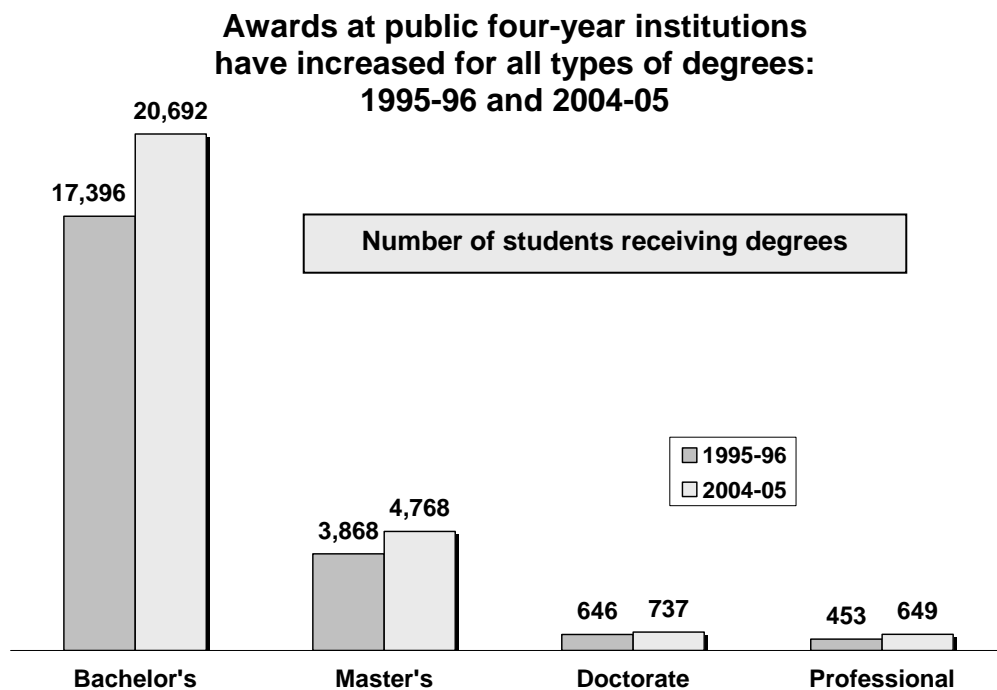


Sources: State Board for Community and Technical Colleges, *Academic Year Reports*, 1999-2000 and 2004-2005.

Achievement

How many degrees are awarded each year at four-year institutions?

Public four-year institutions award the majority of degrees in the state. Private institutions (both non-profit and for-profit) also produce significant numbers of degree recipients.



Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

Achievement

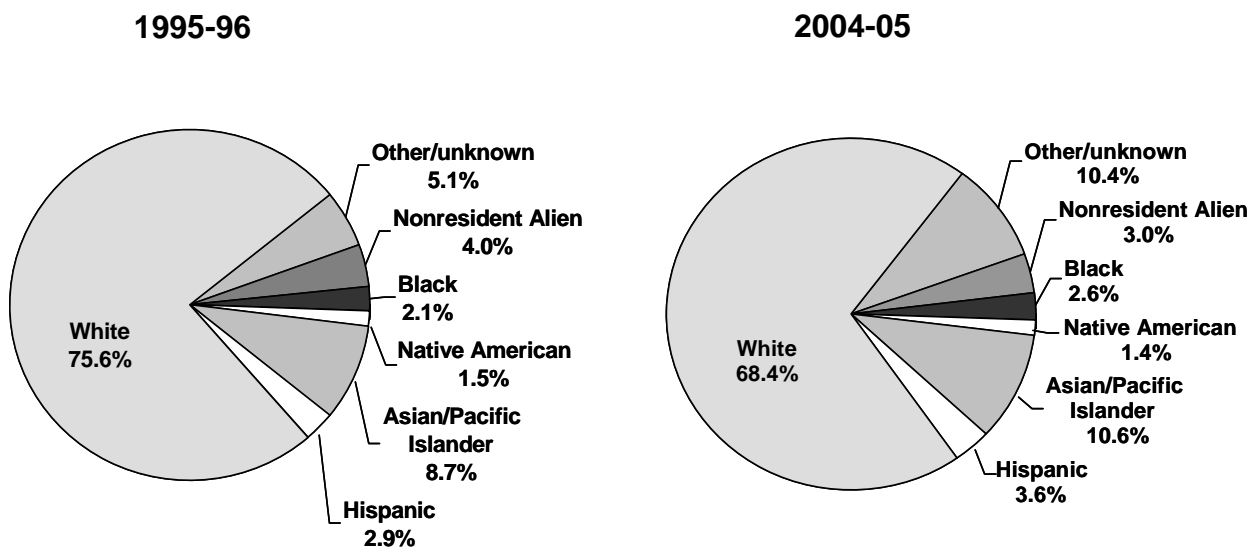
Have women and minorities made gains in bachelor's degree completion at the four-year colleges?

Women earn a larger share of bachelor's degrees than men. Over time, there have been small increases in the proportion of bachelor's degrees earned by minority students.

**Percentage of students, by gender, earning bachelor's degrees:
1995-96 and 2004-05**

	<u>1995-96</u>	<u>2004-05</u>
Women	54.8%	55.9%
Men	45.2%	44.1%

**Percentage of students, by race and ethnicity, earning bachelor's degrees:
1995-96 and 2004-05**



Source: Integrated Postsecondary Education Data System (U.S. Department of Education).

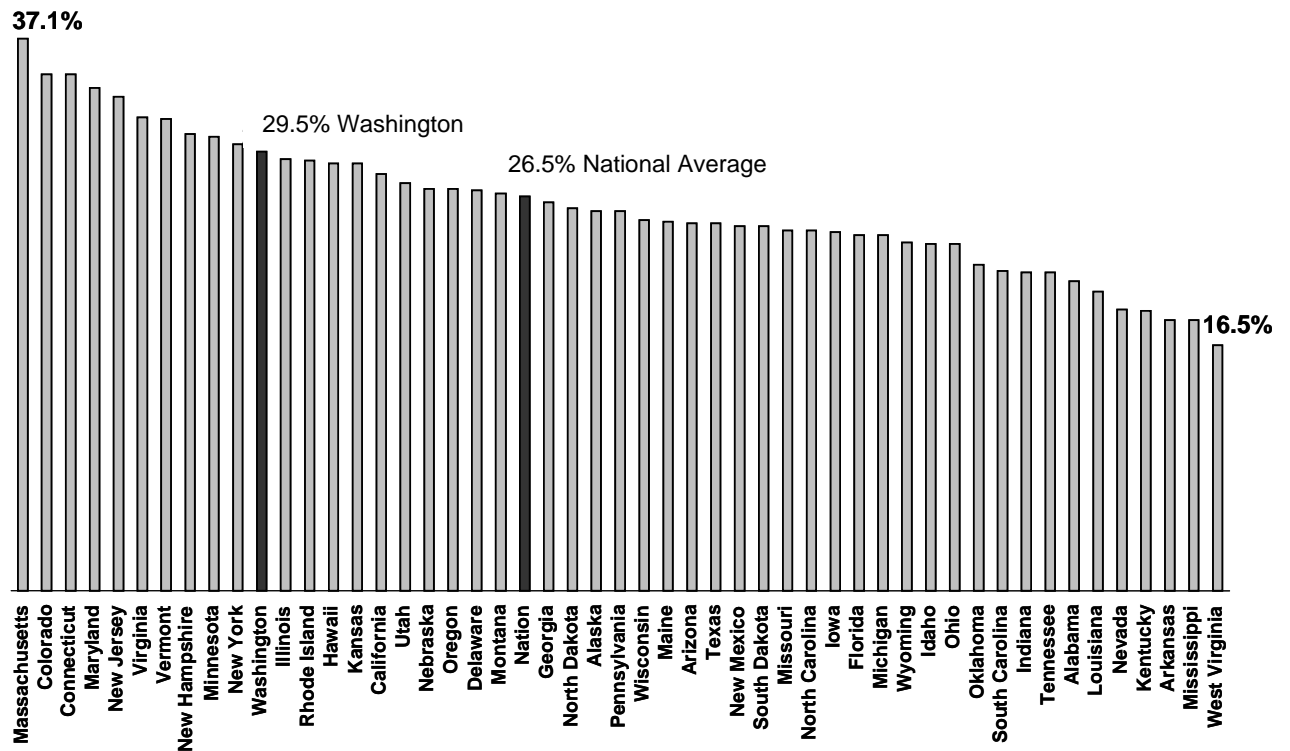
Note: Data reflect public and independent four-year institutions.

Achievement

What percentage of Washington residents hold at least a bachelor's degree?

Washington ranks 11th nationwide in the number of state residents with a bachelor's degree or higher.

Percentage of 25 – 64 year olds with a bachelor's degree or higher



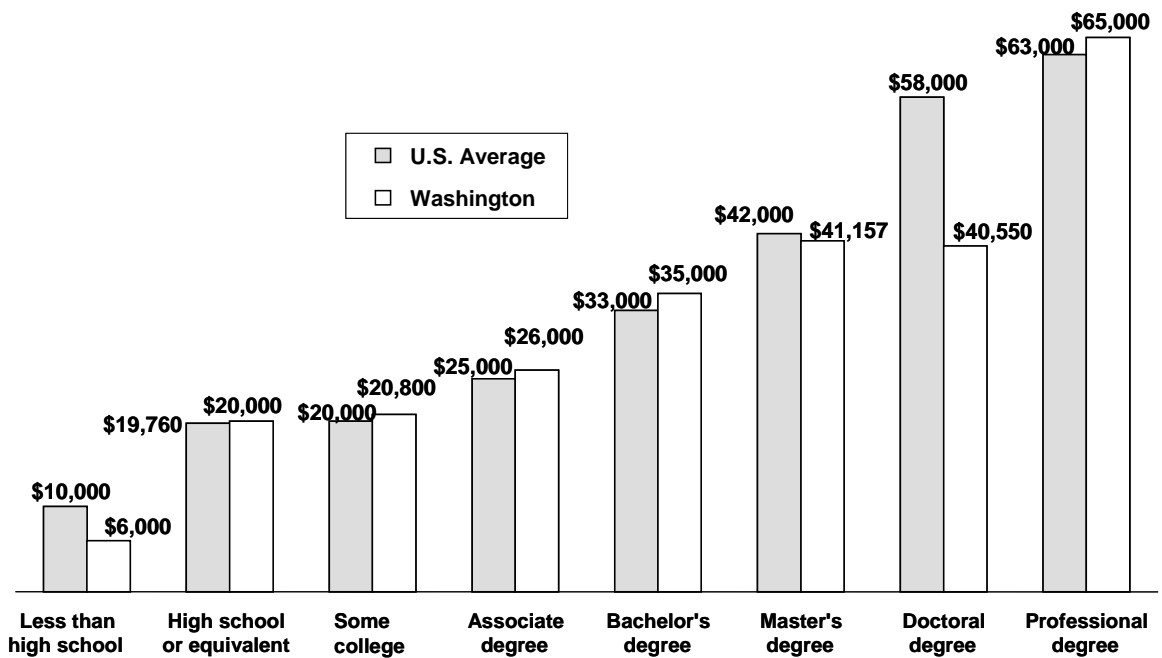
Source: 2000 U.S. Census.

Achievement

How does education level affect income?

Most Washington residents with a high school diploma and those with at least some college experience -- including bachelor's degree recipients -- earn more than the national average. However, the average income for Washington residents with a master's or doctoral degree is less than the national average.

Average income compared to education attainment



Source: 2000 U.S. Census.